



Rhode Island Department of Elementary and Secondary Education
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Glen Hills Elementary School

CRANSTON

THE SALT VISIT TEAM REPORT

December 10, 2004



School Accountability for Learning and Teaching (SALT)

The school accountability program of the Rhode Island Department of Education

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1. INTRODUCTION

The Purpose and Limits of This Report

This is the report of the SALT team that visited Glen Hills Elementary School from December 6 through 10, 2004.

The SALT visit report makes every effort to provide your school with a valid, specific picture of how well your students are learning. The report also portrays how the teaching in your school affects learning, and how the school supports learning and teaching. The purpose of developing this information is to help you make changes in teaching and the school that will improve the learning of your students. The report is valid because the team's inquiry is governed by a protocol that is carefully designed to make it possible for visit team members to make careful judgments using accurate evidence. The careful exercise of professional judgment makes the findings useful for school improvement because these judgments identify where the visit team thinks the school is doing well, and where it is doing less well.

The major questions the team addressed were:

- ◆ *How well do students learn at Glen Hills Elementary School?*
- ◆ *How well does the teaching at Glen Hills Elementary School affect learning?*
- ◆ *How well does Glen Hills Elementary School support learning and teaching?*

The following features of this visit are at the heart of the report:

Members of the visit team are primarily teachers and administrators from Rhode Island public schools. The majority of team members are teachers. The names and affiliations of the team members are listed at the end of the report.

The team sought to capture what makes this school work, or not work, as a public institution of learning. Each school is unique and the team has tried to capture what makes Glen Hills Elementary School distinct.

The team did not compare this school to any other school.

When writing the report, the team deliberately chose words that it thought would best convey its message to the school, based on careful consideration of what it had learned about the school.

The team reached consensus on each conclusion, each recommendation, and each commendation in this report.

The team made its judgment explicit.

This report reflects only the week in the life of the school that was observed and considered by this team. The report is not based on what the school plans to do in the future or on what it has done in the past.

This school visit is supported by the Rhode Island Department of Education as a component of School Accountability for Learning and Teaching (SALT). To gain the full advantages of a peer visiting system, RIDE deliberately did not participate in the active editing of this SALT visit report. That was carried out by the team's Chair with the support of Catalpa. Ltd.

The team closely followed a rigorous protocol of inquiry that is rooted in Practice-based Inquiry™ (Catalpa Ltd). The detailed *Handbook for Chairs of the SALT School Visit, 2nd Edition* describes the theoretical constructs behind the SALT visit and stipulates the many details of the visit procedures. The *Handbook* and other relevant documents are available at www.Catalpa.org. Contact Rick Richards at (401) 222-4600 x 2194 or ride0782@ride.ri.net for further information about the SALT visit protocol.

SALT visits undergo rigorous quality control. Catalpa Ltd. monitors each visit and determines whether the report can be endorsed. Endorsement assures the reader that the team and the school followed the visit protocol. It also assures that the conclusions and the report meet specified standards.

Sources of Evidence

The Sources of Evidence that this team used to support its conclusions are listed in the appendix.

The team spent a total of over 97 hours in direct classroom observation. Most of this time was spent in observing complete lessons or classes. Almost every classroom was visited at least once, and almost every teacher was observed more than once. Team member had conversations with various teachers and staff for a total of 24 hours.

The full visit team built the conclusions, commendations, and recommendations presented here through intense and thorough discussion. The team met for a total of 28 hours in team meetings spanning the five days of the visit. This time does not include the time the team spent in classrooms, with teachers, and in meetings with students, parents, and school and district administrators.

The team did agree by consensus that every conclusion in this report is:

- ◆ *Important enough to include in the report*
- ◆ *Supported by the evidence the team gathered during the visit*
- ◆ *Set in the present, and*
- ◆ *Contains the judgment of the team*

Using the Report

This report is designed to have value to all audiences concerned with how Glen Hills Elementary School can improve student learning. However, the most important audience is the school itself.

How your school improvement team reads and considers the report is the critical first step. RIDE will provide a SALT Fellow to lead a follow-up session with the school improvement team to help start the process. With support from the Cranston Public Schools School Improvement Coordinator and from SALT fellows, the school improvement team should carefully decide what changes it wants to make in learning, teaching, and the school, and amend its School Improvement Plan to reflect these decisions.

The Cranston Public Schools, RIDE and the public should consider what the report says or implies about how they can best support Glen Hills Elementary School as it works to strengthen its performance.

Any reader of this report should consider the report as a whole. A reader who only looks at recommendations misses important information.

2. PROFILE OF GLEN HILLS ELEMENTARY SCHOOL

Glen Hills Elementary School, located in Cranston, Rhode Island, serves students in pre-kindergarten through fifth grade. The original one-level structure was built in 1964. In the 70s, two classrooms were added to the original school structure. In addition to the school, there is a city tot-park and two playgrounds on the property.

The professional faculty includes one principal, 14 classroom teachers, one special education inclusion teacher, one half-time resource teacher, and 10 part-time itinerant teachers. One secretary, one full-time literacy consultant, one half-time school nurse-teacher, one part-time social worker, one half-time guidance counselor, one part-time psychologist, one part-time Diagnostic Prescriptive Teacher, and two part-time speech and language pathologists also service students. One part-time occupational therapist, one part-time adaptive physical education teacher, one part-time physical therapist, two half-time literacy assistants, two half-time building assistants, three special education assistants, one part-time library assistant, and two custodians - one full and one part-time - complete the staff.

Of the 304 students in attendance, 96% are white, 1% is Asian, 1% is black, 1% is Hispanic, and 1% is Native American. Sixteen percent of the student population receives special education support; 4% receive free lunch.

The Glen Hills Elementary School community participates in a variety of school programs and initiatives. The Parents and Teachers of Glen Hills (PTGH) raises money for supplies and materials and provides After-School Enrichment, including karate, cooking, ceramics, and gymnastics. A Title II grant provides needed professional development for teachers in the area of math. Through Math Night, students and parents learn more about the *Investigations* program in use, which involves playing games and discussing their importance in teaching mathematics. Glen Hills also offers Literacy Night, during which students and their families participate in literacy activities and learn about the school's comprehensive approach to literacy instruction.

3. PORTRAIT OF GLEN HILLS ELEMENTARY SCHOOL AT THE TIME OF THE VISIT

Glen Hills Elementary School is nestled in a residential neighborhood of single family houses and condominiums in Cranston, Rhode Island. Situated on a large plot of land and bordered by woods, the single story U-shaped building is older, but welcoming just the same. Parents, staff, and students describe Glen Hills as a welcoming, caring place for students to learn.

Students, many of whom are the second or third generation of their families to attend the school, are eager and ready to learn. Students are proud of their work, and their confidence in learning permeates their daily activities. They read, write, and problem solve frequently, but they do not always understand the purpose of their school activities. There is a mutual respect among students, faculty, staff, and the administrator.

The school principal is enthusiastic and competent. He fosters positive relationships with students and believes in the potential of the teachers. Creative in addressing the needs of student learning, he is moving the school forward.

Glen Hills Elementary School is a school that is in transition. This is the second year in the school for the principal and numerous faculty members. New initiatives such as the math *Investigations* program, inclusive special education, and guided reading contribute to the “start-up” learning environment. Faculty members express a need for additional professional development to help them confidently and effectively implement these initiatives.

Despite the school’s high performing and improving designation, continued improvement in student learning will require higher expectations, more effective use of instructional time, and greater challenges for the ready and waiting student body.

4. FINDINGS ON STUDENT LEARNING

Conclusions

Students at Glen Hills Elementary School read often and can answer literal comprehension questions well. They read confidently, value reading, and show pride in their reading accomplishments. They borrow books from the library with gusto! Students eagerly read during silent reading time and at home, faithfully completing their reading logs. When reading aloud, they read with fluency and the correct intonation. Students use picture walks, predictions, and whispering into acoustiphones to assist their understanding of texts. Many students independently use the five finger rule to choose books of appropriate reading difficulty. Students say they are good or excellent readers because they read often and read books with chapters. Eighty-eight percent of students met or exceeded the standard for the Reading: Basic Understanding subtest of the New Standards Reference Examination. While most students enthusiastically discuss their reading with one another, most questions they discuss have answers that can be found directly in the text. They have not mastered the skills that would enable them to interpret text thoughtfully. Instead, they remain content to recall factual information. The decline in students meeting or exceeding the standard on the Analysis and Interpretation subtest of the New Standards Reference Examination reflects this. *(following students, observing classes, reviewing completed and ongoing student work, school improvement plan, 2004 New Standards Reference Examination School Summaries, meeting with the school improvement team, students, and parents, talking with students)*

Glen Hills Elementary School students apply problem solving skills with varied success. When told they are problem solving, students recognize and utilize multiple strategies, such as using manipulatives, guessing solutions, and checking the reasonableness of their answers. Students write math stories and explanations that provide logical justification for their answers and that explain their reasoning. Far too many students, however, do not use these same strategies outside of designated mathematical lessons. Although 64% of students achieved the standard or achieved with honors on the 2004 New Standards Reference Examination Problem Solving subtest, too many are confused by the recent change to a new approach to learning mathematics. They do not understand the purpose of or the mathematical concepts behind the tasks they complete or the games they play. Hence, they struggle to connect and apply the skills they learned from their previous activities to new situations and experiences. *(following students, observing classes, talking with students and teachers, meeting with students and parents, discussing student work with teachers, reviewing completed and ongoing student work, 2004 New Standards Reference Examination School Summaries)*

While students in a few classes understand and effectively apply the elements of quality writing, others do not. Students see themselves as writers because they write often, but too many equate length and frequency of writing with quality. Students who understand the elements of quality writing write well. They write in their daily journals, infusing their writing with voice. When they write reading response logs, they organize what they say logically and clearly. These students use contextually appropriate vocabulary when they write. They know how to edit and revise their writing, making good use of the comments of their peers. They use resources such as dictionaries, word walls, and personal spelling lists to check their spelling and enhance their writing. Although students explore a variety of genres, they predominantly write brief personal narratives and short story summaries. *(following students, observing classes, meeting with students and parents, talking with students and teachers, reviewing completed and ongoing student work, discussing student work with teachers, reviewing classroom assessments, 2004 New Standards Reference Examination School Summaries, 2003 Rhode Island Writing Assessment results)*

Students encourage and support one another, saying things such as “Nice job,” clapping for their classmates, and paying compliments. They feel safe and comfortable in their school, which allows them to pay attention to their classroom tasks. These polite, friendly children come to school ready to learn. They follow school rules and teacher directions, making maximum use of their available learning time. Most students, however, say their work is too easy or just right. They are ready and waiting for new challenges. *(following students, observing classes, meeting with students, talking with students, 2003 SALT Survey report)*

Important Thematic Findings in Student Learning

Students:

- ◆ *Are motivated and eager learners who have confidence in their abilities*
- ◆ *Are ready for more challenges*
- ◆ *Need clear expectations to achieve higher standards*
- ◆ *Struggle to make connections and apply what they learn*

5. FINDINGS ON TEACHING FOR LEARNING

Conclusions

Teachers who understand the mathematical concepts behind the new *Investigations* math program help students reason, communicate, and make mathematical connections. They modify problems for struggling learners, employ manipulatives and visual resources to help students understand mathematical concepts, and use appropriate mathematical vocabulary in classroom discussions. In these classrooms, students are learning to think mathematically. They explore multiple methods to solve problems and practice mental math strategies. These students focus on problem solving, as opposed to computing the correct answer. Far too many teachers, however, are unclear about the connection between the activities they use in their classrooms and the mathematical concepts behind those activities. In these classrooms, teachers ask students to perform isolated tasks, and students struggle to understand the purpose these tasks serve. Students in these classrooms cannot make connections to their classroom activities or apply their learning to new situations. While district and school opportunities are available and provided, teachers report that they want and need more professional development in the area of the *Investigations* math program. *(following students, observing classes, talking with students and teachers, meeting with parents, school and district administration, reviewing school improvement plan)*

Teachers foster a love of reading in their students by reading aloud with expression, discussing books with students, and allowing students to choose books that interest them. They lack, however, a common vision for the instruction of reading. Teachers attempt to implement a variety of components, such as the new guided reading initiative, but they report they need more professional development to use these components effectively. While a significant block of literacy time exists, most teachers do not use it well. In these classrooms, students often do not understand what is expected of them during literacy time, particularly when they visit learning centers or work independently. These teachers do not hold students accountable for how they use this time, and the students are often off task. Lengthy transitions between activities waste valuable learning time. Teachers give little constructive feedback to students about their reading strategies and comprehension, and many teachers do not model strategies to help children make inferences from texts or analyze what they read. In some cases, teachers do not use the results of their students' reading assessments to move their students forward. As a result, students do not develop the necessary skills to analyze and interpret text. *(following students, observing classes, meeting with students and parents, talking with students and teachers, reviewing completed and ongoing student work, 2004 New Standards Reference Examination School Summaries)*

Although teachers provide multiple opportunities for students to write across subject areas, there is little specific writing instruction. On some assignments teachers expect students to pre-write, edit, and revise to produce polished, publishable pieces. Teachers, however, rarely model quality writing. Although students are provided with checklists and rubrics that emphasize the elements of quality writing, far too many do not know how to use these to improve their work. Instead, teachers use these rubrics simply to evaluate completed student writing. Consequently, students view writing as a task to complete, instead of an effective method of communication and personal expression. *(following students, observing classes, talking with students and teachers, reviewing completed and ongoing student work, classroom assessments, discussing student work with teachers, reviewing school improvement plan)*

Teachers lack common and consistent policies and practices within and across grade levels. Parents report that communication about their children's progress in some classes occurs through weekly progress reports, while in others it occurs solely through the quarterly report card. Expectations for quality work vary greatly from teacher to teacher, leading to student confusion about what constitutes quality work. Repetition of content, skills, and activities wastes valuable instructional time. *(following students, observing classes, meeting with parents, reviewing completed and ongoing student work, classroom assessments)*

Commendations for Glen Hills Elementary School

Willingness to try new instructional practices

Eagerness for additional professional development

Fostering of students' love of reading

Recommendations for Glen Hills Elementary School

Pursue and attend additional professional development opportunities in the areas of *Investigations* and literacy.

Collaborate to develop common expectations for quality work, and eliminate unnecessary repetition of content and activities.

Model quality work in reading, writing, and math.

Continue providing and explaining rubrics and checklists, emphasizing the elements of quality work as students begin their assignments.

Challenge all students to reach higher standards.

Ensure that students understand the purpose of their work and how it connects to their learning.

Provide increased opportunities for students to choose their writing topics and genres.

Recommendations for Cranston Public Schools

Provide additional professional development opportunities in the areas of *Investigations* and literacy.

6. FINDINGS ON SCHOOL SUPPORT FOR LEARNING AND TEACHING

Conclusions

Professional development is an area of concern at Glen Hills Elementary School. Teachers attend at least eight hours of professional development through the district Professional Development Institute, and some take advantage of specific opportunities at the school such as the summer math camp. Not all teachers, however, take full advantage of the numerous opportunities provided within their building. Yet, teachers say they want and need additional quality professional development to help them effectively implement the current initiatives. They specifically need assistance in the areas of literacy, *Investigations*, and inclusion. *(following students, observing classes, meeting with the school and district administrators, talking with teachers and the school administrator, reviewing records of professional development activities)*

Teachers and the principal work hard to meet the needs of individual students. The Enrichment Program in Cranston (EPIC) addresses the need for additional opportunities for talented students, through both whole class and pull out instruction. Special education at Glen Hills Elementary School is moving toward an inclusive model, which is new this school year. They are hindered by several programmatic problems, including a lack of common vision, a lack of clear understanding of roles and responsibilities, a lack of common planning time, and scheduling. Consequently, students lose instructional time and do not receive the full benefits of inclusion. *(following students, observing classes, talking with teachers, meeting with parents, school, and district administrators)*

Glen Hills Elementary is a school that is in transition. The principal and a majority of the faculty members have been in the school for less than two years. A variety of new initiatives such as *Investigations*, inclusion, and guided reading are underway to improve teaching and learning. Many teachers say they are overwhelmed by the numerous initiatives and they struggle to implement them well. The numerous new initiatives do result in a lack of continuity and consistency between and among the grade levels. At the same time, however, they provide an opportunity to develop higher expectations for all students. *(following students, observing classes, talking with teachers, meeting with the school improvement team, parents, and school and district administrators)*

The principal of Glen Hills Elementary School is an energetic and enthusiastic educational leader whose focus is students and their education. Now in his second year as principal, he has a well-defined vision for improving student learning, and he is actively working toward that vision, although not all teachers share it. The principal knows every student by name, greets them as they arrive at school in the morning, and sees them off as they leave. Parents say he is open-minded and approachable, and that he promptly attends to all of their concerns, no matter how minor. The principal willingly asks for assistance from teachers, his colleagues, and the district administrators to better meet the needs of this learning community. Further, he visits classrooms daily, interacting with students and providing feedback to them and their teachers. The principal willingly admits his need to accept that instructional change comes in slow increments. *(following students, observing classes, meeting with the students and parents, school and district administrators, talking with students and teachers)*

Commendations for Glen Hills Elementary School

Strong school leadership focused on student learning

Strong desire to meet learning needs of students through new initiatives and further professional development

Movement towards inclusive special education

Recommendations for Glen Hills Elementary School

Schedule and utilize designated time during the school day for general and special educators to meet and plan.

Continue to provide opportunities for talented students through the EPIC program.

Provide additional professional development for teachers during the school day in the areas of literacy, *Investigations*, and inclusion.

Continue to focus initiatives and efforts on improving student learning.

Allow time for teachers to focus on and effectively implement current initiatives.

Recommendations for Cranston Public Schools

Provide professional development for teachers during the school day in the areas of literacy, *Investigations*, and inclusion.

Continue to provide opportunities for talented students through the EPIC program.

Allow the principal and school improvement team autonomy over Article 31 funds.

7. FINAL ADVICE TO GLEN HILLS ELEMENTARY SCHOOL

Glen Hills Elementary School is at the forefront of many new programs. As a transitional school, you have an opportunity to create working relationships that encourage and promote student learning. Although you struggle with new initiatives, you have the opportunity to shine. The new initiatives give you a chance to be on the same page as your colleagues, creating consistent expectations and practices across grade levels. Take advantage of professional development opportunities as you continue to work on putting these new initiatives into practice.

You have the capability to challenge your eager students to grow as learners. Your enthusiastic and competent principal, along with your flexible, capable, and hardworking faculty and staff, are willing to take this journey. Hold students, teachers, and all members of the learning community accountable for higher expectations.

Encourage and validate one another's ideas, beliefs, and perspectives. Good luck as you embark on this new journey together.

ENDORSEMENT OF SALT VISIT TEAM REPORT

Glen Hills Elementary School

December 10, 2004

Catalpa Ltd. monitors all SALT visits and examines each SALT visit team report to determine whether it should be endorsed as a legitimate SALT report. The endorsement decision is based on procedures and criteria specified in *Endorsing SALT Visit Team Reports*. (available on Catalpa website). Catalpa Ltd. bases its judgment about the legitimacy of a report on these three questions:

Did the SALT visit team and the host school conduct the visit in a manner that is reasonably consistent with the protocol for the visit?

Do the conclusions of the report meet the tests for conclusions specified in the visit protocol (important, accurate, set in present, shows the team's judgment)?

Does the report meet the tests for a report as specified in the visit protocol (fair, useful, and persuasive of productive action)?

Using the answers to these questions, the final decision to endorse the report answers the overall endorsement question: Is this a legitimate SALT team visit report? In order to make this determination, Catalpa weighs all the questions and issues that have been raised to decide whether a report is legitimate or not. While it is possible that a challenge related to one of the three questions listed above would be serious enough to withhold or condition the endorsement, it is more likely that issues serious enough to challenge a report's legitimacy will cut across the three questions.

While the SALT visit protocol requires that all SALT visits are conducted to an exceptionally high standard of rigor, visits are "real-life" events; it is impossible to control for all unexpected circumstances that might arise. The protocol for the conduct of the visit is spelled out in the *Handbook for SALT Visit Chairs*, 1st edition.

Since unexpected circumstances might result in either the team or the school straying too far from the protocol for a visit, Catalpa monitors both the school and the team during a visit regarding the conduct of the visit.

Most often actual visit events or issues do not challenge a report's legitimacy and Catalpa's monitoring and endorsement is routine. A district administrator, principal, faculty member or parent may not like a report, or think it is too negative, or think the visit should have been conducted in a manner that is not consistent with the protocol. None of these represent a challenge to a report's legitimacy; concerns that might challenge an endorsement are based on events that stray too far from the protocol.

The Catalpa review of this visit and this report was routine. Concerns about some wording in conclusions were raised by the school and addressed during the factual review process.

The steps Catalpa completed for this review were:

- discussion with the chair about any issues related to the visit before it began
- daily discussion of any issues with the visit chair during the visit
- observation of three portions of the visit
- discussion with the principal regarding any concerns about the visit at the time of the visit
- thorough review of the report in both its pre-release and final version form

The findings from the review are:

1. This team was certified to meet team membership requirements by RIDE staff.
2. This report was produced by a legitimate SALT Visit that was led by a trained SALT Visit Chair and conducted in a manner that is consistent with SALT Visit procedures.
3. The conclusions are legitimate SALT visit conclusions.
4. The report is a legitimate SALT visit report.

Accordingly, Catalpa Ltd. endorses this report.



Thomas A. Wilson, EdD
Catalpa Ltd.
January 7, 2005

REPORT APPENDIX

Sources of Evidence for This Report

In order to write this report the team examined test scores, student work, and other documents related to this school. The school improvement plan for Glen Hills Elementary School was the touchstone document for the team. No matter how informative documents may be, however, there is no substitute for being at the school while it is in session—in the classrooms, in the lunchroom, and in the hallways. The team built its conclusions primarily from information about what the students, staff, and administrators think and do during their day. Thus, this visit allowed the team to build informed judgments about the teaching, learning, and support that actually takes place at Glen Hills Elementary School.

The visit team collected its evidence from the following sources of evidence:

- ◆ *direct classroom observation*
- ◆ *observing the school outside of the classroom*
- ◆ *following 7 students for a full day*
- ◆ *observing the work of teachers and staff for a full day*
- ◆ *meeting at scheduled times with the following groups:*
 - teachers*
 - school improvement team*
 - school and district administrators*
 - students*
 - parents*
- ◆ *talking with students, teachers, staff, and school administrators*
- ◆ *reviewing completed and ongoing student work*
- ◆ *interviewing teachers about the work of their students*
- ◆ *analyzing state assessment results as reported in Information Works!*
- ◆ *reviewing the following documents:*
 - district and school policies and practices*
 - records of professional development activities*
 - classroom assessments*
 - school improvement plan for Glen Hills Elementary School*
 - district strategic plan*
 - 2003 SALT Survey report*
 - classroom textbooks*
 - 2003 Information Works!*
 - 2004 New Standards Reference Examination School Summaries*
 - School and District Report Cards*
 - Binders and Folders:*

EPIC – Enrichment Program in Cranston
School Improvement Plan Self Study
Grant Portfolio
Home School Collaboration/Communication
Evaluation forms – teacher, assistant, etc.
District writing guide
Mentor Roles and Responsibilities
District Technology Plan
Curriculum guides

State Assessment Results for Glen Hills Elementary School

Assessment results create pieces of evidence that the visit team uses as it conducts its inquiry. The team uses this evidence to shape its efforts to locate critical issues for the school. It also uses this evidence, along with other evidence, to draw conclusions about those issues.

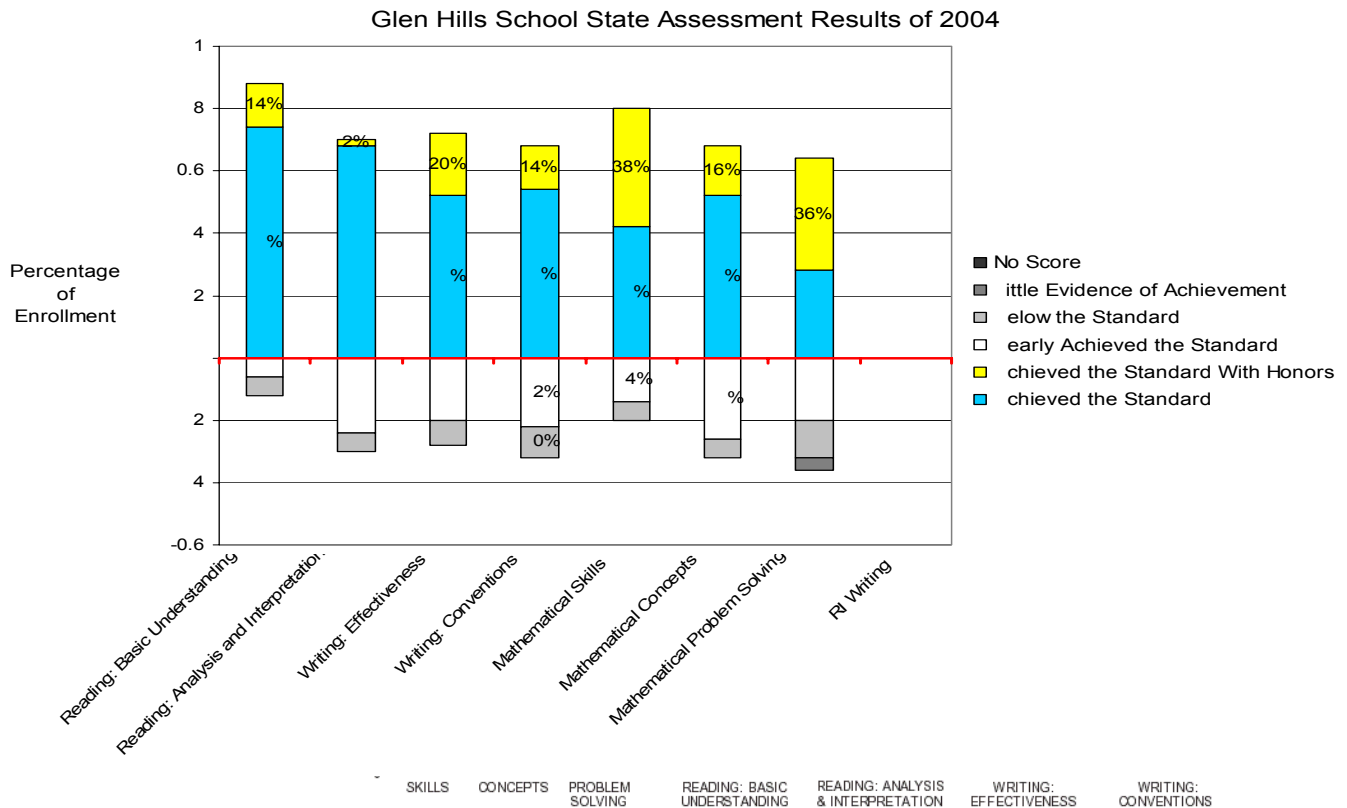
This school's results are from the latest available state assessment information. It is presented here in four different ways:

- ◆ *against performance standards;*
- ◆ *compared to similar students in the state;*
- ◆ *across student groups within the school;*
- ◆ *and over time.*

RESULTS IN RELATION TO PERFORMANCE STANDARDS

The first display shows how well the students do in relation to standards in English/Language Arts and Mathematics. Student results are shown as the percentage of students taking the test whose score places them in the various categories at, above, or below the performance standard. Endorsed by the Board of Regents for Elementary and Secondary Education in 1998, the tested standards can be found in the publication *New Standards Performance Standards*.

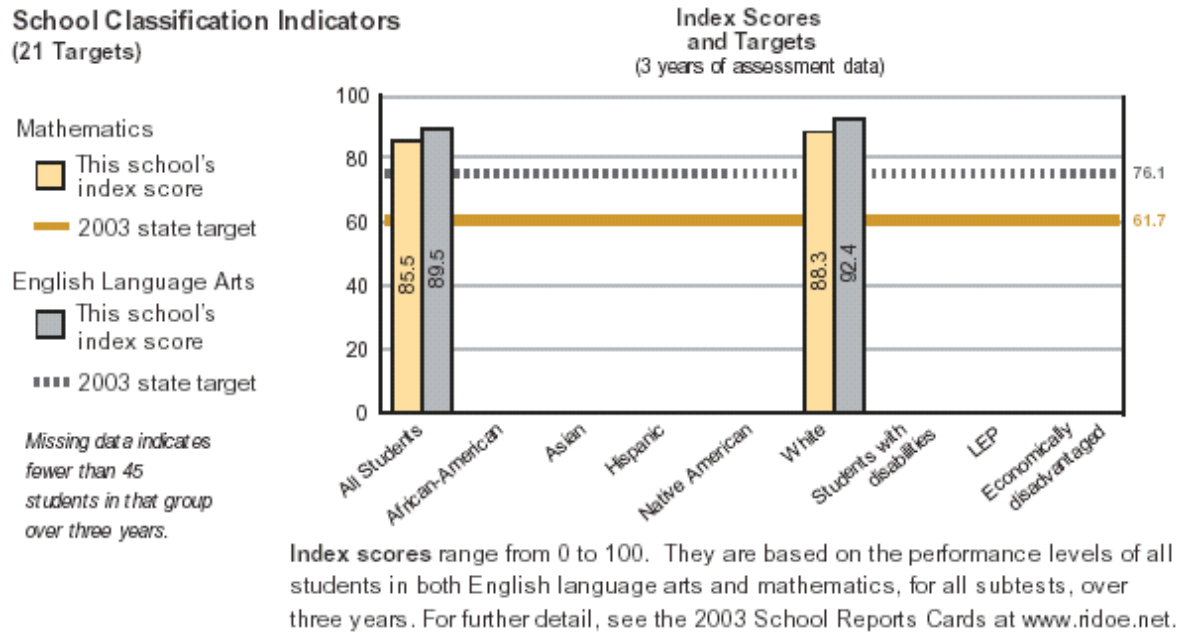
Table 1. 2003-2004 Student Results on Rhode Island State Assessments



RESULTS ACROSS STUDENT GROUPS WITHIN THE SCHOOL

An important way to display student results is across different groups of students with different characteristics who are in the school. This display showing targets and index scores, in accordance with the No Child Left Behind federal legislation creates information about how well the school meets the learning needs of its various students. Since breaking students into these smaller groups can result in groups becoming too small to show accurate results, this display shows the results based on three years of testing. Any student group whose index scores do not meet the targets set by RIDE require additional attention to close its performance gap.

Table 3. 2002-2003 Student Results across Subgroups



REPORT CARD FOR GLEN HILLS ELEMENTARY SCHOOL

This Report Card shows the performance of Glen Hills Elementary School compared to the school's annual measurable objectives (AMO).

These report card scores describe Glen Hills Elementary School as a high performing and improving school.

Information Works! data for Glen Hills Elementary School is available at <http://www.ridoe.net>

Table 4. Report Card for Glen Hills Elementary School

INDEX PROFICIENCY SCORE, 2002-04	ENGLISH LANG. ARTS TARGET SCORE: 76.1				MATHEMATICS TARGET SCORE: 61.7			
STUDENT GROUP	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
All Students	90.5	YES	91.1	86.1	87.5	YES	84.8	77.5
African Americans	*	YES	90.8	77.8	*	YES	77.5	65.9
Asian	*	YES	90.3	84.5	*	YES	87.1	77.1
Hispanic	*	YES	85.6	75.8	*	YES	76.9	65.8
Native Americans	*	YES	89.1	83.9	*	YES	*	73
White	91.1	YES	92.1	88.5	87.6	YES	85.8	82
Students with Disabilities	*	YES	77.9	69.5	*	YES	73.9	66.4
Students with Limited English Proficiency	*	YES	82.8	68.9	*	YES	77.5	61
Students who are Economically Disadvantaged	*	YES	85.1	77.8	*	YES	78	68.4

PERCENT OF STUDENTS TESTED, 2002-04	Target: 95%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
English Language Arts	100	YES	99.4	99.1
Mathematics	100	YES	99.3	99.4

ATTENDANCE RATE	Target: 90%			
	THIS SCHOOL	TARGET MET?	THIS DISTRICT	THE STATE
	96.8	YES	95.5	94.8

THIS SCHOOL IS CLASSIFIED AS:

High Performing and Improving

THE GLEN HILLS ELEMENTARY SCHOOL IMPROVEMENT TEAM

Ginger Bazin
Teacher, Library Science

Karen Bessette
Teacher, Grade 2

Jeanne Carmody
Teacher, Art, Technology Committee Chairperson

Paula Catanzaro
Teacher, Grade 2

Mary Renee Doelling
Teacher, Grade 3

Chris Haskins
Principal
School Improvement Team Chairperson

Debbie Hazian
Parent, Communication Committee Chairperson

Lorinda Jackson
Teacher, Grade 4

Jodi Joseph
Teacher, Grade 1

Sara Krajewski
Teacher, Grade 4

Louise Miller
Parent, Safety Committee Chairperson

Kate Myette
Teacher, Grade 3

Debbie Pjojian
Parent School Spirit and Community Building Chairperson

Melisa Radoccia
Parent, Reading Incentive Chairperson

Janice Ruggieri
Parent, Grant Writing Committee Chairperson

MEMBERS OF THE SALT VISIT TEAM

Catherine E. C. Hutz
English Teacher
North Smithfield Junior-Senior High School
on leave to the
Office of School Improvement and Support Services
Rhode Island Department of Education
Regents SALT Fellow
Team Chair

Fran Blaess
Grade 2 Teacher
Aquidneck School
Middletown, Rhode Island

Elizabeth Brousseau
Grade 5 Teacher
Saylesville Elementary School
Lincoln, Rhode Island

Ruthanne Hienerwadel
Principal
Wickford Elementary School
North Kingstown, Rhode Island

Susan Latz
Elementary Math Coordinator and Math Coach
Westerly, Rhode Island

Teri-Lynn Magnan
Grades 3 and 4 Special Needs
Margaret I. Robertson School
Central Falls, Rhode Island

Margarida Saunders
Grade 2 Teacher
James R. D. Oldham School